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ABSTRACT

The clothing and textiles guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. Concepts considered in the basic, grade 9, unit are: selection of clothing, care of clothing, construction of a simple garment, and career opportunities in clothing and textiles. In the grade 10, advanced, unit the social and psychological aspects of clothing, management of the clothing dollar, selection and care of fabrics and notions, and advanced clothing techniques are considered. The semester course, for grades 10-12, examines the meaning of clothes, resources for personal clothing, influence of clothing and textile characteristics, clothing construction, accessories, and clothing and textile career opportunities. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

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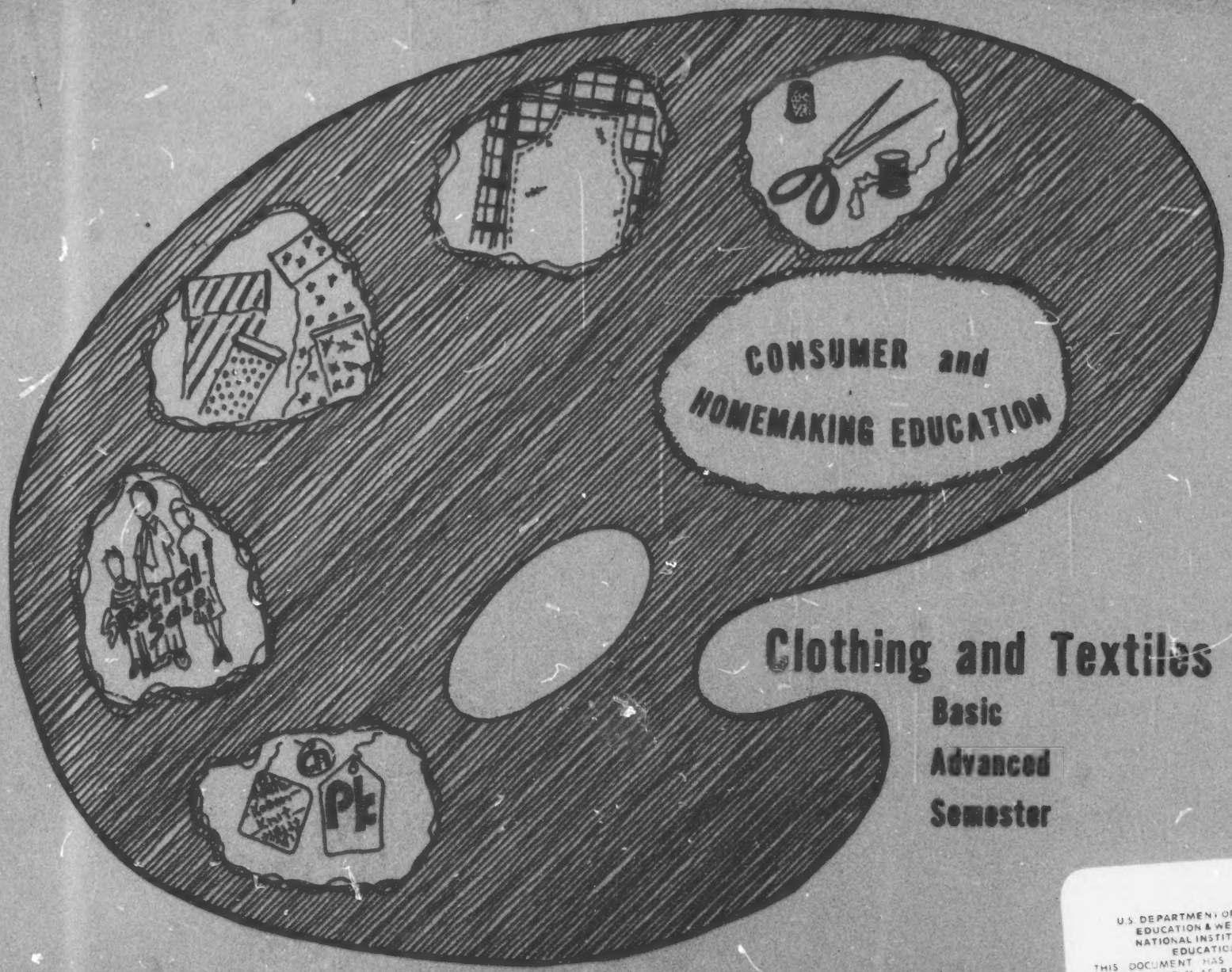

Clothing and Textiles

Basic

Advanced

Semester

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Clothing and Textiles Curriculum Guide

Draft

Basic Unit

Advanced Unit

Semester Course

Prepared by:

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Use of the Guide

The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both tea her and students than is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior

sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved.

Making an educational objective operational also calls for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C". The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans". Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

> Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through learner experience and through reflection upon the experience. The selected learning experiences in these materials are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamet of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the technique should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not participate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play With Unfinished Ending.

   Two Students. Teacher established setting.
   First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
   Second Student: "He better NOT be! Wait until I see him! I'll . . ."
   Class completes sentence.

2. Home Furnishings: Work Simplification.

   Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball.

Students stand. Ask a question. Toss ball. Student who catches ball answers questions; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another one.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee, maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

. . . it is of short duration.

. . . it involves every class member.

. . . it is a pleasant and interesting activity.

. . . it introduces the topic of the daily lesson.

. . . the teacher is enthusiastic and energetic about the idea.

Estimated Length of Units and Courses

Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

Clothing and Textiles

Rationale

Clothing and other products made of textile materials are a significant part of daily life in our society. Selection and use based on an understanding of the nature and characteristics of clothing and textile products is basic to greatest consumer satisfaction.

Clothing choices are affected by societal expectations and standards, personal values and perceptions, and availability of resources. New developments in products and processes make an impact on the extent to which self and family clothing needs are satisfactorily provided.

A student's early interest in self appearance and the later concern for the well-being of a family provide an interest to the study of clothing and textiles. But, all students do not have equal interests, aptitudes, or prior skills in working with their hands in the manipulation of fabric or in using sewing tools.

Since some students will show more enthusiasm and greater skill and will receive a higher degree of satisfaction from their projects than others, the teacher may need to guide them in selecting extended challenging activities. For students who do not keep pace, it may be necessary to individualize instruction to a great degree.

Clothing construction skills of each student should be determined through a pre-test before beginning any level of clothing instruction. After determining the sewing abilities of students, teacher and students are then able to choose processes and learning experiences which are new and within individual abilities.

The teacher should attempt to be aware of current resources in clothing and textiles and supplement or change the suggested outline to keep abreast of the inevitable changes.

Conceptual Framework - Clothing and Textiles

Basic 8 Weeks	Advanced 8 Weeks	Semester
I. Selection of clothing A. Styles, fashions, and fads B. Clothing needs C. Individuality D. Appropriateness E. Coordination F. Color, line, and design G. Fabrics and finishes H. Shopping practices II. Care of clothing A. Laundering and spot removal B. Pressing and ironing C. Dry cleaning D. Repairs E. Storage III. Construction of a simple garment A. Selection, use, and care of small equipment B. Selection of fabric and pattern C. Use and care of sewing machine and pressing equipment D. Basic construction techniques	I. Social and psychological aspects of clothing A. Cultural variations B. Social change C. Values II. Management of clothing dollar A. Planning and selection B. Responsibilities of consumer C. Labels and hang tags D. Labeling legislation E. Finance methods F. Shopping knowledge G. Advertisement evaluation III. Selection and care of fabrics and notions A. Pattern selection B. Construction and care considerations C. Fabric preparation D. Pressing various types of fabrics	I. The meaning of clothing A. Aesthetic qualities B. Self expression through clothing and accessories C. Coordination of style, fabrics, and colors II. Resources for personal clothing A. Clothing budget plan B. Garment purchase or construction III. Influence of clothing and textile characteristics A. Effect of physical properties B. Relationship of physical and chemical characteristics of textiles to end use 1. Effect of physical and chemical properties of fibers 2. Characteristics of yarns 3. Methods of structuring fabric 4. Effect of special finishes

Conceptual Framework - Clothing and Textiles

Basic 8 Weeks	Advanced 8 Weeks	Semester
1. Directional stitching 2. Staystitching 3. Darts 4. Fitted facings 5. Seam and edge finishings 6. Zipper application 7. Hems IV. Introduction to career and job opportunities in clothing and textiles A. Qualities contributing to employability 1. Attractive appearance 2. Appropriate clothing B. Opportunities for teenagers 1. Sales person 2. Model 3. Others	IV. Advanced clothing techniques A. Pattern alteration and fitting B. Seams and seam finishes C. Interfacing methods D. Lining methods E. Collar techniques F. Sleeve techniques G. Hem treatments	5. Effect of decorative designs IV. Construction of individualized garments A. Figure problems and flat pattern alterations B. Pattern study C. Fabric selection D. Fabric preparation E. Placement of pattern, cutting and marking F. Influence of pressing on finished garment G. Construction techniques 1. Directional stitching and staystitching 2. Darts 3. Zippers 4. Interfacings a. Cleanfinishing b. Understitching 5. Collars 6. Set-in sleeves 7. Cuffs and plackets 8. Pockets 9. Pleats and gathers

Conceptual Framework - Clothing and Textiles

Basic	8 Weeks	Advanced	8 Weeks	Semester
				10. Waistline 11. Buttonholes 12. Hems V. Accessories A. Selection of accessories 1. Shoes and hosiery 2. Handbags 3. Jewelry B. Construction of accessories 1. Belts 2. Ties and scarves VI. Clothing and textile career opportunities A. Semi-professional or skilled job opportunities 1. Custom seamstress and alterer 2. Clothing maintenance specialist 3. Industrial seamstress 4. Merchandiser 5. Bridal consultant 6. Textile researcher

Conceptual Framework - Clothing and Textiles

Basic 8 Weeks	Advanced 8 Weeks	Semester
		B. Skills and competencies needed 1. Skills in clothing construction and alteration 2. Knowledge of the clothing industry 3. Creativity in designing fashions 4. Knowledge of textiles

Clothing and Textiles

Basic Unit

Grade: 9

Estimated Length of Unit: 8 Weeks

Concepts:

I. Selection of clothing
   - A. Styles, fashions and fads
   - B. Clothing needs
   - C. Individuality
   - D. Appropriateness
   - E. Coordination
   - F. Color, line and design
   - G. Fabrics and finishes
   - H. Shopping practices

II. Care of clothing
   - A. Laundering and spot removal
   - B. Pressing and ironing
   - C. Dry cleaning
   - D. Repairs
   - E. Storage

III. Construction of a simple garment
   - A. Selection, use and care of small equipment
   - B. Selection of fabric and pattern
   - C. Use and care of sewing machine and pressing equipment
   - D. Basic construction techniques
     1. Directional stitching
     2. Staystitching
     3. Darts
     4. Fitted facings
     5. Seam and edge finishings
     6. Zipper application
     7. Hems

IV. Introduction to career and job opportunities in clothing and textiles
   - A. Qualities contributing to employability
     1. Attractive appearance
     2. Appropriate clothing
   - B. Opportunities for teenagers
     1. Sales person
     2. Model
     3. Others

CONCEPTS: Selection of Clothing

OVERALL OBJECTIVES: Show ability to integrate multiple factors as a basis for choice in clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Distinguish between fads and fashions.	Read selected references to understand the difference between fads and fashions. Participate in buzz groups to list the reasons that fads are appealing. Wear or bring articles of clothing that are fads or fashions. Discuss the differences between fads and fashions. Organize a fad-count survey to determine the extent to which students in your school are wearing fad clothing or accessories. Include in the count all aspects of the appearance - hair styles, use or omission of cosmetics, self adornment in addition to jewelry, etc. Discuss results and plan a way to share findings with student body.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 271-272.
Analyze the effects of color, line, design, and trim on individuals having different skin colors and figure characteristics.	Study the flower color wheel to identify various color schemes and discuss how they are achieved. Select colors to bring out the most becoming personal features, by using assorted color swatches of fabric. Summarize principles of color-related emphasis. Create color harmonies using paper dolls, old pattern books, or catalogues. Analyze posters from McCall's for types of lines, divisions of space with lines, and optical illusions possible with lines. Develop	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 260-263. Swatches of fabric. Charts: McCall Pattern Company, Optical Illusion Posters.

CONCEPTS: Selection of Clothing

OVERALL OBJECTIVES: Show ability to integrate multiple factors as a basis for choice in clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	generalizations to explain the relationship of line, space divisions and optical illusions to clothing choices.	
	Observe the effects of different widths of white ribbon on dark basic dress used to show effects of different lines and proportions. Discuss how lines alter appearance of figure structure.	Bulletin board: "What's My Line?"
Identify fabrics as to use.	Examine fabric samples to identify their common names and list ways in which they may be used. Describe their appearance characteristics. Mount and label an exhibit of fabric samples.	Suggested fabrics: Dotted Swiss — Gingham Lace — Voile Corduroy — Velveteen Sailcloth — Terrycloth Broadcloth — Organdy Pique — Seersucker Denim — Flannel
Distinguish between selected samples of common and special purpose finishes.	Collect advertisements and pictures from magazines of common fabric finishes; place them on a bulletin board. Research the literature for function and care of fabric finishes. Complete a checklist to distinguish between the following finishes: 1. Common finishes a. Shrink proofing b. Mercerizing c. Sizing 2. Special purpose finishes a. Stain resistant b. Water-repellent	Dunn, et al., Steps in Clothing Skills, pp. 107-113. American Home Economics Association, Textile Handbook.

CONCEPTS: Selection of Clothing
Care of Clothing

OVERALL OBJECTIVES: Show ability to integrate multiple factors as a basis for choice in clothing.
Demonstrate selected procedures for quality care of clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	c. Flame-resistant d. Durable press e. Shrink-resistant	
Develop a list of recommended shopping practices for the purchase of personal clothing.	Check and record information obtained from labels and hang tags and analyze them for helpfulness.	Labels and hang tags.
	List brand names of finishes and find out what they mean on a label.	Gawne and Oerke, Dress, 3rd ed., pp. 144-149.
	Discuss with classmates how a knowledge of fabrics, finishes and recommended care can help the consumer make wise decisions in buying personal clothing.	
Describe the general effects of care and storage practices on the appearance of clothing.	Examine a display of laundry products by reading the labels. List suggested uses and the unit cost for each product.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 295-308.
Sort laundry items as to water temperatures, types of detergent, and pre-treatment for washing.	Watch a demonstration on the use of the washer and dryer. Discuss sorting, pre-treating of soiled clothes, and factors to know about special-care fabrics. Practice sorting clothing for machine washing. If possible, practice washing clothing articles requiring special care such as permanent press, polyester knits, etc.	Bulletins: U. S. Dept. of Agriculture, Removing Stains from Fabrics--Home Methods. Clothing Fabrics: Facts for Consumer. Education and Detergents for Home Laundering.
Remove common stains from textile fabrics.	Use suggested references and prepare file cards to explain how to remove twelve selected stains.	Dunn, et al., Steps in Clothing Skills, pp. 182-210.

CONCEPTS: Care of Clothing

OVERALL OBJECTIVES: Demonstrate selected procedures for quality care of clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View selected filmstrip to see methods of laundering that make the task easier and add life to the clothes. Summarize main points of filmstrip in writing. Discuss various ironing problems. Suggest corrective procedures.	Filmstrip: Calgon Corporation, Recipe for Clean Clothes.
Make some common repairs to clothing.	Watch a demonstration on selected repair procedures and practice one procedure, such as mending ripped seams or replacing hems, snaps, hooks, eyes, and buttons. List factors to consider and steps of procedure for each item.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 296-299. Pamphlet: Coats and Clark, Inc., The Forgotten Art of Mending.
Identify storage accessories and explain their use.	Examine a display showing a variety of storage accoessories, such as multiple skirt, blouse, and pants hangers; garment bags; and shoe racks. Discuss their usefulness in protecting appearance of clothing. Explore self-made alternatives to buying storage accessories, such as clothes pins and wire hangers, shoe bags, etc.	Selected storage items.

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify strengths and weaknesses in ability to use clothing construction techniques.	Respond to a pre-test on clothing construction techniques. Use test results in planning your learning goals for the unit.	Pre-test.
Demonstrate selection, use and care of small sewing equipment.	Examine a well-equipped sewing box with samples of tools required in class for sewing and discuss their uses.	Well-equipped sewing box.
	Check the list of equipment you will need. Review the list of equipment furnished by the department for student use.	Equipment list: Student: Dressmaking shears; Seam ripper; Tape measure; 6 In. seam gauge; Wrist pincushion; Pins; Needles (crewel size and assorted); Bobbin Department: Pinking shears; Yardstick; 12 In. ruler; Skirt marker; Tracing paper; Tracing wheel
State the rules and importance for each in using and caring for the sewing machine and pressing equipment in the department.	Identify parts of sewing machine and explain their functions, using sewing machine manuals, leaflets, and charts to assist you in identification.	Sewing machine manuals, leaflets and charts.

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Earn Machine Operators License by successfully completing certain procedures: 1. Threading the machine 2. Threading the bobbin 3. Stitching a straight line 4. Tying threads at end of stitching	Barclay, et al., Teen Guide to Homemaking, 3rd ed., p. 324.
Demonstrate the procedures in the use of selected pieces of sewing equipment.	Read selected references for guidelines in construction pressing. Practice pressing using steam iron, press board, cushion, and cloth as recommended.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 348-349. Dunn, et al., Steps in Clothing Skills, pp. 320-374.
	Discuss and demonstrate the difference between pressing and ironing, using recommended procedures.	Pressing equipment.
Determine the amount of fabric needed for various garment sizes, fabric widths and views.	Examine swatches of suitable fabrics and discuss characteristics, costs and yardages for a particular pattern.	Selected swatches.
	Study pattern envelopes and discuss their use in purchasing fabric. List information given to assist in fabric purchase.	Pattern envelopes.
Identify fabrics which may be difficult to construct and specify the difficulty.	Analyze samples of fabric that may be difficult to construct, such as: 1. One-way design 2. Plaids and stripes 3. Pile fabrics 4. Designs printed off grain	Samples of fabrics that may give difficulty in sewing.

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Describe the problem each presents and a solution.	
Select the pattern, fabric, and notions for individual sewing project.	Develop criteria for use in selecting class sewing project. Consider techniques to be learned, time, aesthetics, etc.	
	Show how the same pattern can be individualized by the use of various fabric colors and trims.	Fabric swatches, trims, other notions.
	Watch demonstration for taking body measurements to determine size, practice with your partner, record measurements and check decisions as to pattern size with the teacher.	Chart: McCall Pattern Company, Figure Your Type. Transparencies: McCall Pattern Company, Figure Your Type and Size.
Identify pattern pieces needed and markings to be used for a particular design.	Examine envelope and note kinds of information provided. Study the guide sheet. Study the symbols. Circle the proper layout.	Patterns. Bulletin: Simplicity Pattern Company, How to Use a Printed Pattern.
Determine alterations to be made in patterns, related to personal measurements.	Observe and summarize a demonstration showing simple alterations: 1. Positioning of darts 2. Lengthening and shortening hemlines 3. Adjusting hipline and waistline 4. Solving individual problems	

CONCEPTS: Construction of a Simple Garment

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Make pattern alterations for shortening, lengthening, taking in width, adding width and shifting darts.	Study resources on pattern alterations. Practice making alterations on patterns.	Dunn, et al., Steps in Clothing Skills, pp. 267-299. Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 231-342.
Demonstrate selected basic construction techniques.	Determine standards to achieve in garment construction as a class before each item is constructed by students, but after a teacher demonstration. Develop the standards or checklist as a summary to each teacher demonstration.	
	Using circled cutting layout, place pattern pieces on fabric.	Guide sheets from patterns.
	Observe demonstration of placement of pins, cutting and marking. Pin, cut and mark.	Pattern, fabric and small equipment.
	Watch demonstrations and examine illustrative materials on the following steps in the various construction techniques: 1. Directional stitching 2. Staystitching 3. Darts 4. Fitted facings 5. Seam and edge finishes 6. Zipper application 7. Hemming	Charts of construction techniques from pattern companies. Work check sheets. Direction sheets.
	Before using a construction technique on the garment, practice on a sample to achieve the level of skill desired.	

CONCEPTS: Construction of a Simple Garment
Introduction to Career and Job Opportunities in Clothing and Textiles

OVERALL OBJECTIVES: Demonstrate ability to use selected construction techniques in making a simple garment.
Identify a range of career opportunities in clothing and textiles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Evaluate garment by using a form listing standards developed by students for each construction process.	
Identify the qualities which contribute to employability in clothing and textiles.	Read to recognize certain traits that contribute to employability on any job. List those most important to employees in occupations related to clothing and textiles.	Dunn, et al., Steps in Clothing Skills, pp. 513-515.
	Discuss the importance of: 1. Health 2. Sense of responsibility 3. Neat appearance 4. Courteous and considerate behavior 5. Ability to get along well with others	McDermott, et al., Opportunities in Clothing, pp. 9-29.
Describe regulations regarding working conditions, personal qualifications, and standards of performance for selected employment opportunities.	Participate in buzz groups and review available resource materials for occupational opportunities in sales, modeling and other jobs related to clothing and textiles. List the occupations mentioned in each area and identify further information to seek about each.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 91-94. McDermott, et al., Opportunities in Clothing, pp. 30-42.
	Interview persons employed in jobs related to clothing and textiles. Report important findings concerning working conditions, personal qualifications, and standard of performance to the class. Summarize student reports into a teacher developed chart.	Resource persons.

Resources for Clothing and Textiles

Basic Unit

Books:

American Home Economics Association. Textile Handbook, 2010 Massachusetts Avenue N.W., Washington, D. C. 20036.

Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.

Dunn, Lucille, Annetta Bailey and Wanda Vansickle. Steps in Clothing Skills. Peoria: Charles A. Bennett Company, 1970.

Gawne, Eleanor and Bess Oerke. Dress, 3rd ed. Peoria: Charles A. Bennett Company, 1969.

Kimbrell, Grady and Ben Vineyard. Succeeding in the World of Work. Bloomington: McKnight and McKnight Publishing Company, 1970.

McDermott, Irene and Jeanne Norris. Opportunities in Clothing. Peoria: Charles A. Bennett Company, 1968.

Bulletins and Pamphlets:

Coats and Clark, Inc. The Forgotten Art of Mending. Educational Bureau, Park Avenue, New York, New York 10022.

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.
Little Dictionary of Pattern Terms.
Little Dictionary of Sewing.
Know Your Pattern.
What Type Pattern Size Are You?

United States Department of Agriculture. Superintendent of Documents, U. S. Govt. Printing Office, Washington, D. C. 20402.
Clothing Fabrics: Facts for Consumer.

Resources for Clothing and Textiles

Basic Unit

Bulletins and Pamphlets:

Education and Detergents for Home Laundering.
Removing Stains from Fabrics--Home Methods.

Simplicity Pattern Company. How to Use a Printed Pattern. Educational Division, 200 Madison Avenue, New York, New York 10016.

Filmstrips and Transparencies:

Calgon Corporation. Recipe for Clean Clothes. Box 1346, Pittsburgh, Pennsylvania.

McCall Pattern Company. Figure Your Type and Size. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.

Charts:

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.
Figure Your Type.
Optical Illusion Posters.

Clothing and Textiles

Advanced Unit

Grade: 10

Estimated Length of Unit: 8 Weeks

Concepts:

I. Social and psychological aspects of clothing
   A. Cultural variations
   B. Social change
   C. Values

II. Management of clothing dollar
   A. Planning and selection
   B. Responsibilities of consumer
   C. Labels and hang tags
   D. Labeling legislation
   E. Finance methods
   F. Shopping knowledge
   G. Advertisement evaluation

III. Selection and care of fabrics and notions
   A. Pattern selection
   B. Construction and care consideration
   C. Fabric preparation
   D. Pressing various types of fabrics

IV. Advanced clothing techniques
   A. Pattern alteration and fitting
   B. Seams and seam finishes
   C. Interfacing methods
   D. Lining methods
   E. Collar techniques
   F. Sleeve techniques
   G. Hem treatments

CONCEPTS: Social and Psychological Aspects of Clothing

OVERALL OBJECTIVES: Show comprehension of psychological and social needs that are expressed through clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe social factors which influence the selection of clothing. Give examples of the influence as seen in clothing selections.	Develop a collage of pictures representing previous fashions and discuss.	Magazine pictures.
Describe psychological factors which influence the selection of clothing. Give examples of the influence as seen in clothing selections.	View selected filmstrip by Penney Company and identify the peer group influence on the criteria for judging appropriateness in dress. Discuss conformity and symbolism in clothing as seen in current styles of teen clothing.	Filmstrip: J. C. Penney Company, The Psychological Importance of Clothing.
	Compile a list of present-day values in relation to today's fashions. Ask parents or others from older generation about values held during their teen years as to: 1. Modesty of dress 2. Cost of garment 3. Size of wardrobe	Parents.

CONCEPTS: Management of Clothing Dollar

OVERALL OBJECTIVES: Show ability to make informed decisions in purchasing clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the relationship between shopping practices and use of the family clothing dollar.	Read selected references and discuss a basic wardrobe. List clothing items that would constitute a basic wardrobe for you.	Gawne and Oerke, Dress, pp. 96-133.
	Use suggested information in Dunn and make a poster on the responsibilities of a consumer.	Dunn, et al., Steps in Clothing Skills, pp. 161-181.
Evaluate the usefulness of information on labels.	Collect and bring to class labels and hang tags. Categorize and discuss the information found on the labels and tags. Put labels in piles of "useful" and "least useful". Analyze for qualities that make the labels useful.	Labels and hang tags.
Cite examples of "symbol labeling."	Study and discuss "symbol labeling" for the care of various textiles. Identify examples of "symbol labeling."	Vanderhoff, Clothes--Part of Your World, pp. 128-131.
Specify how to use labeling information in the selection and care of wardrobe items.	Read suggested references and study the Textile Fiber Products Identification Act of 1960 to identify the laws that determine information provided on labels. Answer objective questions on labeling legislation.	Cross, Enjoying Family Living, pp. 290-291. Sturm and Hefley, Guide to Modern Clothing, pp. 180-184.
Develop criteria for managing the individual's share of the family clothing dollar.	Discuss the various methods of purchasing clothing: 1. Cash 2. Charge account 3. Lay-away plan 4. Installment purchasing	Gawne and Oerke, Dress, pp. 152-157.

CONCEPTS: Management of Clothing Dollar

OVERALL OBJECTIVES: Show ability to make informed decisions in purchasing clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Develop a list of advantages and disadvantages for the use of each method of paying for clothing purchases.	
Compare the advantages and disadvantages of purchasing clothes in season, before season, and after season.	Discuss buying practices used by the class members or their families. How do these practices fit with practices suggested in the references? Identify the problems involved in seasonal buying: 1. Storage space 2. Real need 3. Actual cost	Todd and Roberts, Clothes for Teens, pp. 183-187.
Identify the helpful information carried by advertisements.	Select examples of advertisements which identify the information needed by the consumer. Analyze advertisements by using an opaque projector and discuss.	Barclay, et al., Teen Guide to Homemaking, pp. 218-219.
	Interview persons to identify the use of advertising for wardrobe purchases. Summarize the findings.	Persons in community.
	Interview a store manager for his perceptions on how customers use clothing advertisements. Compare responses of the store manager and customers.	Store manager.

CONCEPTS: Selection and Care of Fabrics and Notions

OVERALL OBJECTIVES: Show ability to coordinate the selection of patterns, fabrics and notions, considering design principles, fabric characteristics, and end use.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Select pattern and fabric for individual project which involves use of problem fabric, such as plaid or one-way design.	Examine selected swatches of fabrics which may present problems in pattern selection and layout. Identify these problems with relation to: 1. Plaids 2. Napped fabrics 3. One-way designs (including all knits)	McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 273-300. Fabric swatches.
Describe criteria for selecting fabrics appropriate for various garments.	Analyze fabrics in relation to their suitability for specific patterns. Use pattern books to point out examples.	Pattern books.
	Describe how fabric prices, construction and care vary according to finish and weave of fabric.	Swatches labeled as to: 1. Price 2. Finish 3. Weave
Describe various procedures used in preparing selected fabrics for sewing.	Read in Vogue Pattern pamphlet to learn preparation processes, namely: 1. Straightening knit 2. Pre-shrinking 3. Handling for cutting 4. Treatment of plain weaves 5. Treatment of fabrics	Pamphlets: Butterick, Everything About Sewing Knits from Vogue Patterns, pp. 16-17.
	Examine notions for constructing garments of special fabrics. Discuss types of zippers, tapes, bindings and trims, and treatment before use.	Notions for several kinds of fabrics.

CONCEPTS: Selection and Care of Fabrics and Notions

OVERALL OBJECTIVES: Show ability to coordinate the selection of patterns, fabrics and notions, considering design principles, fabric characteristics, and end use.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Choose appropriate equipment for pressing flat and curved areas, for preventing marks and for flattening seams.	Examine exhibit of pressing equipment. Observe a demonstration on use and practice using the equipment. Practice special pressing techniques.	Pressing equipment. McDermott, et al., Homemaking for Teenagers, 3rd ed., II, pp. 333-335. Gawne and Oerke, Dress, 3rd ed., pp. 527-532.

CONCEPTS: Advanced Clothing Techniques

OVERALL OBJECTIVES: Demonstrate ability to apply selected advanced construction techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Perform pattern alterations to achieve fit in garments.	Review construction terminology and techniques by responding to a pre-test. Take basic measurements and record. Review simple pattern alterations, and watch a demonstration on additional alteration techniques as needed. Practice adjustments of pattern for shortening or lengthening bodice, skirt and sleeves; and widening or taking in hipline, bodice or waistline.	Pre-test. McDermott, et al., Homemaking for Teenagers, 3rd ed., II. pp. 260-275. Gawne and Oerke, Dress, pp. 457-482. Pamphlet: Butterick, Everything About Sewing Knits from Vogue Patterns, pp. 17, 30-33.
Apply advanced techniques of clothing construction.	Watch demonstrations on selected clothing construction processes; examine illustrative material and complete the construction processes needed. 1. Directional stitching* 2. Staystitching* 3. Darts and/or tucks* 4. Facings* a. Clean finishing* b. Understitching* 5. Interfacings 6. Linings 7. Collars 8. Set-in sleeves 9. Cuffs	Pattern guide sheets. Bishop and Arch, Fashion Sewing by the Bishop Method. Charts: McCall Pattern Company, How to Make a Dart. How to Face a Neckline. How to Interface a Neckline. How to Make a Collar. Chart: Unique Zipper Company, Unique Zipper Chart.

CONCEPTS: Advanced Clothing Techniques

OVERALL OBJECTIVES: Demonstrate ability to apply selected advanced construction techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	10. Pleats and gathers 11. Taping waist 12. Hemming treatments 13. Attaching bodice and skirt 14. Zippers 15. Fastenings 16. Belts *Previous learnings	Iowa State Home Economics Association, Unit Method of Clothing Construction.
	List criteria for evaluating constructed garment by observing a teacher demonstration. Evaluate daily sewing skills to determine progress.	Progress chart devised by teacher and students.
Evaluate self-constructed garment according to application of construction techniques, suitability of color, fabric, pattern, and general appearance of the garment.	Model and evaluate finished garment.	

Resources for Clothing and Textiles

Advanced Unit

Books:

Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking. 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.

Bishop, Edna and Marjorie Arch. Fashion Sewing by the Bishop Method. Philadelphia: J. B. Lippincott Company, 1962.

Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Dunn, Lucille, Annetta Bailey and Wanda Vansickle. Steps in Clothing Skills. Peoria: Charles A. Bennett Company, Inc., 1970.

Gawne, Eleanor and Bess Oerke. Dress. 3rd ed. Peoria: Charles A. Bennett Company, Inc., 1969.

Iowa State Home Economics Association. Unit Method of Clothing Construction. 4th ed. Ames: Iowa State University Press, 1965.

McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teenagers. 3rd ed., Book II. Peoria: Charles A. Bennett Company, Inc., 1972.

Sturm, Mary and Edwina Hefley. Guide to Modern Clothing. 2nd ed. New York: Webster Division, McGraw-Hill Book Company, 1962.

Todd, Elizabeth and Frances Roberts. Clothes for Teens. Boston: D. C. Heath Company, 1963.

Vanderhoff, Margil. Clothes--Part of Your World. Boston: Ginn and Company, 1968.

Resources for Clothing and Textiles

Advanced Unit

Pamphlet:

Butterick Fashion Marketing Company. Everything About Sewing Knits from Vogue Patterns. 161 Sixth Avenue, New York, New York.

Charts:

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.
How to Make a Dart.
How to Face a Neckline.
How to Interface a Neckline.
How to Make a Collar.

Unique Zipper Company. Unique Zipper Chart. 1 Lethbridge Plaza, Mahwah, New Jersey 07430.

Filmstrips and Transparencies:

J. C. Penney Company. The Psychological Importance of Clothing. Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019.

Simplicity Pattern Company. Transparency Kit. 200 Madison Avenue, New York, New York 10016.
Your Silhouette Is Showing.
Fashion Line and Designs to Flatter the Figure.

Clothing and Textiles

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

I. The meaning of clothing
   A. Aesthetic qualities
   B. Self expression through clothing and accessories
   C. Coordination of style, fabrics and colors

II. Resources for personal clothing
   A. Clothing budget plan
   B. Garment purchase or construction

III. Influence of clothing and textile characteristics
   A. Effect of physical properties
   B. Relationship of physical and chemical characteristics of textiles to end use
      1. Effect of physical and chemical properties of fibers
      2. Characteristics of yarns
      3. Methods of structuring fabric
      4. Effect of special finishes
      5. Effect of decorative designs

IV. Construction of individualized garments
   A. Figure problems and flat pattern alterations
   B. Pattern study
   C. Fabric selection
   D. Fabric preparation
   E. Placement of pattern, cutting and marking
   F. Influence of pressing on finished garment
   G. Construction techniques
      1. Directional stitching and staystitching
      2. Darts
      3. Zippers

Clothing and Textiles

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

4. Interfacings
   a. Cleanfinishing
   b. Understitching
5. Collars
6. Set-in sleeves
7. Cuffs and plackets
8. Pockets
9. Pleats and gathers
10. Waistline
11. Buttonholes
12. Hems

V. Accessories
   A. Selection of accessories
      1. Shoes and hosiery
      2. Handbags
      3. Jewelry
   B. Construction of accessories
      1. Belts
      2. Ties and scarves

VI. Clothing and textile career opportunities
   A. Semi-professional or skilled job opportunities
      1. Custom seamstress and alterer
      2. Clothing maintenance specialist

Clothing and Textiles

Semester Course

Grades: 10, 11 and 12

Length of Course: 18 Weeks

Concepts:

3. Industrial seamstress
4. Merchandiser
5. Bridal consultant
6. Textile researcher

B. Skills and competencies needed
1. Skills in clothing construction and alteration
2. Knowledge of the clothing industry
3. Creativity in designing fashions
4. Knowledge of textiles

CONCEPTS: The Meaning of Clothing

OVERALL OBJECTIVES: Form generalizations showing the relationship of fashion trends and fabrics, and the application of art principles to clothing selection for the individual.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify clues from clothing and the personal attributes or qualities with which they are associated.	Read selected references and write the relationship of clothing to: 1. Sex 2. Age 3. Occupation 4. Marital status 5. Intelligence 6. Values 7. Attitude 8. Personality Report summaries to class and discuss.	Ryan, Clothing: A Study in Human Behavior, pp. 8-36. Gawne and Oerke, Dress, 3rd ed., pp. 12-21.
Evaluate the suitability of selected fabrics and colors for personal clothing styles.	Study assigned reading to learn specific textures, colors and styles suitable for a selected figure type. Form generalizations regarding these factors and figure types and report to class. Discuss findings of the class on other figure types.	Craig, Clothing: A Comprehensive Study, pp. 8-36. Gawne and Oerke, Dress, 3rd ed., pp. 36-94. Chart: McCall Pattern Company, Color Wheel.

CONCEPTS: Resources for Personal Clothing

OVERALL OBJECTIVES: Form generalizations that show comprehension of resources as a basis for deciding whether to make or buy clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify personal family resources available for achieving clothing goals.	List several ways clothing choices are or might be affected by the amount of money available. Given a certain amount of money for personal clothing, list what you would purchase and the costs. Defend your choices.	Gawne and Oerke, Dress, 3rd ed., pp. 127-129.
Describe factors which affect decisions to make or to buy.	Analyze a collection of handmade and similar industry made garments, each labeled with information as to: 1. Cost 2. Construction 3. Time involvement Summarize analysis by completing a teacher developed chart which compares the two methods. Divide garments into two groups - "to make" and "to buy", and explain your choices.	Actual garments supplied by teacher and students.

CONCEPTS: Influence of Clothing and Textile Characteristics

OVERALL OBJECTIVES: Show knowledge of the effects of the characteristics of fiber, yarn, fabric, and finish on the end use.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain how the physical characteristics of clothing affect the physical condition of the body with relation to: 1. Body temperature 2. Dryness 3. Safety 4. Comfort	Examine various types of clothing worn by class members and decide which psysiological needs they fulfill.	Clothing worn by the students.
State the physical and chemical properties of fibers that affect the performance.	Analyze physical and chemical properties of fibers that influence choice in selection of clothing. Discuss: 1. Absorbency 2. Strength 3. Luster 4. Reaction to heat 5. Dye odors 6. Launderability	Pandowski and Pandowski, Basic Textiles, pp. 3-13. American Home Economics Association, Textile Handbook.
	Prepare a chart to compare the characteristics of yarns and their end uses.	Bulletin: Man Made Fiber Producers Association, Man Made Fiber Fact Book.
	Analyze swatches of fabric of different weaves and note how the weave adds to the appearance of the fabric.	Fabric swatches.

CONCEPTS: Influence of Clothing and Textile Characteristics

OVERALL OBJECTIVES: Show knowledge of the effects of the characteristics of fiber, yarn, fabric, and finish on the end use.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Select labels and tags to bring to class which indicate finish applied and care required. Discuss value of labels in relation to the information given. Collect and record information about the characteristics and methods of adding decorative designs. Note methods of: 1. Weaving 2. Printing 3. Embossing 4. Napping 5. Chemical treating	Gawne and Oerke, Dress, 3rd ed., pp. 424-435. Labels and tags. Bulletin: Clemson University Extension Service, Textile Fibers, Their Personality and Performance.

CONCEPTS: Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Charts: Simplicity Pattern Company, *How to Fit a Pantskirt*. *How to Fit a Princess Jumper or Tunic*. *How to Fit Shorts*. *How to Take Your Measurements*.
Demonstrate ability to use pattern symbols to make pattern layout.	Read reproduced material on pattern symbols and respond to prepared test, "Do You Know Your Pattern Symbols?"	Pamphlet: Simplicity Pattern Company, *Student Guide: Do You Know Your Pattern?*
Select fabric for individual project compatible with competency in clothing construction techniques.	Read suggested references and identify factors that determine the difficulty of handling and construction of fabrics.	Barclay, et al., *Teen Guide to Homemaking*, 3rd ed., pp. 277-281.
Follow recommended practices for preparing and working with selected fabrics.	Observe a demonstration on selected difficult processes of straightening materials. Select the appropriate procedure and straighten own fabric.	Pamphlet: Coats and Clark, Inc., *Grain in Fabric*.
		Bulletin: Butterick Fashion Marketing Company, *Everything About Sewing Knits from Vogue Patterns*, pp. 16.
Use accepted symbol-marking techniques.	Observe a demonstration of the correct placement of pattern pieces, cutting and marking.	Pattern guide sheet.
		Teacher-made illustrative material.

CONCEPTS: Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify strengths and weaknesses in ability to use clothing construction techniques.	Respond to a pre-test on clothing construction terminology and techniques. Use test results as basis for planning learning goals for the unit.	Pre-test on construction terminology and techniques.
Apply standard procedures in taking body measurements.	Study the procedures involved in measuring body to determine pattern size. Practice measurement procedures on classmates. Check results.	Pamphlet: Simplicity Pattern Company, How To Take Your Body Measurements.
Select pattern size suited to figure type.	Read selected references to learn how patterns are sized to fit different figure types. Observe different figure types. Choose a pattern size suited to own figure type. Check your choice with the teacher.	Pamphlet: Simplicity Pattern Company, What Pattern Type and Size Are You?
Demonstrate techniques in pattern alteration that correct special fitting problems.	Read chosen references on and present student demonstrations on methods in which patterns are altered. Using different patterns, summarize where pattern would be altered to lengthen or shorten sleeves, bodice and skirt; add or take away fullness in bust, waist and hips.	Hollen, Pattern Making By The Flat Pattern Method, 3rd ed., pp. 146-161.
	Analyze own pattern in relation to appropriate alterations. List the alterations needed.	Pamphlet: McCall Pattern Company, Your Fingertips, "Adjust When Necessary."
	Alter own pattern.	Pamphlet: Simplicity Pattern Company, What Are Pants?

CONCEPTS: Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Cut fabric and transfer pattern markings.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 340-344.
Demonstrate recommended pressing techniques.	Observe a demonstration of pressing procedures that give a professional look to seams, seam edges and hems. Practice steps observed.	Gawne and Oerke, Dress, 3rd ed., pp. 527-537.
	Examine equipment needed for the pressing of garments to be made in class.	Craig, Clothing: A Comprehensive Study, pp. 386-387.
	Apply directional and unit pressing procedures throughout the construction process.	
Demonstrate application of specialized techniques in the construction of individual clothing items.	Observe demonstrations and analyze illustrative materials of the steps in the various construction techniques. Summarize each demonstration by writing the standards of quality for each process after the teacher demonstration.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 345-354.
	Devise a checklist based on factors to use in evaluating the quality of construction techniques.	Gawne, Oerke, Dress, 3rd ed., pp. 538-583.
	Study selected references related to construction processes for techniques applicable to own project.	Pamphlet: Coats and Clark, Inc., (available in quantity), Backing and Linings. Buttonholes. Hems. Let's Face It. Permanent Press Fabrics. Sewing To-day's Fabric 1. Sewing To-day's Fabric 2.

CONCEPTS: Construction of Individualized Garments

OVERALL OBJECTIVES: Demonstrate application of selected construction techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Sets of cards: Coats and Clark, Inc., Skirt Zipper Application. Dress Zipper Application. Neck Zipper Application. Bishop and Arch, Fashion Sewing by the Bishop Method. Charts: McCall Pattern Company, How to Make a Dart. How to Face a Neckline. How to Interface a Neckline. How to Make a Collar.
Evaluate garment according to application of construction techniques.	Revise checklist on construction techniques to incorporate evaluation. Evaluate garment.	

CONCEPTS: Accessories

OVERALL OBJECTIVES: Show ability to select, wear, care for and make costume accessories.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the effect of well-chosen accessories.	Read suggested references on accessories. Participate in buzz groups to select and demonstrate suitable accessories for various figure types. Illustrate with examples a discussion on the effect of poorly kept accessories on appearance.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 290-292.
Apply principles of design in selection and construction of accessories.	Make accessories, such as bags, ties, scarves, belts, and beach bags.	Cross, Introduction to Homemaking, pp. 290-292. Bulletins: Butterick Pattern Company, Everything About Sewing Menswear from Vogue Patterns, pp. 44-45.
Wear accessories appropriate to garments.	Model apparel with appropriate accessories considering aesthetic functional factors.	Coats and Clark, Inc., Make It A Shoulder Bag. Bishop and Arch, The Bishop Method of Clothing Construction, rev. ed., pp. 14-25.

CONCEPTS: Clothing and Textile Career Opportunities

OVERALL OBJECTIVES: Identify a range of career opportunities in clothing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify job and career opportunities in the area of clothing and textiles.	Participate in question and answer session as resource people describe their jobs in the clothing industry. Summarize the session in writing.	Resource people.
	Explore selected references for information concerning careers in fashion. Identify careers in which you might be interested.	Hoeflin, Careers in Home Economics, pp. 87-97. Mills, Home Economics in Action.
	Write to the personnel office of individual companies to investigate job opportunities for persons with training in clothing and textiles.	Career library organized from information gained.
Identify skills and competencies needed for selected opportunities in clothing and textiles.	Respond to a school counselor discuss local occupational opportunities. Ask questions about: 1. Education and training required. 2. Cost of the various types of training available.	School guidance counselor.

Resources for Clothing and Textiles

Semester Course

Books:

American Home Economics Association. Textile Handbook. 2010 Massachusetts Avenue, N.W., Washington, D. C. 20036.

Barclay, Marian, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Company, 1972.

Bishop, Edna and Marjorie Arch. Fashion Sewing by the Bishop Method. Philadelphia: J. B. Lippincott Company, 1962.

Bishop, Edna and Marjorie Arch. The Bishop Method of Clothing Construction, rev. ed. Philadelphia: J. B. Lippincott Company, 1966.

Craig, Hazel. Clothing: A Comprehensive Study. Philadelphia: J. B. Lippincott Company, 1968.

Cross, Aleene. Enjoying Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Gawne, Eleanor and Bess Oerke. Dress, 3rd ed. Peoria: Charles A. Bennett Company, Inc. 1969.

Hoeflin, Ruth. Careers in Home Economists. New York: MacMillan Company, 1970.

Hollen, Norma. Pattern Making by the Flat Pattern Method, 3rd ed. Minneapolis: Burgess Publishing Company, 1972.

Mills, Nancy. Home Economics in Action. New York: Scholastic Book Services, 1968.

Pankowski, Edith and Dallas Pankowski. Basic Textiles. New York: The MacMillan Company, 1972.

Ryan, Mary. Clothing: A Study in Human Behavior. New York: Holt, Rinehart and Winston, Inc., 1966.

Resources for Clothing and Textiles

Semester Course

Bulletins and Pamphlets:

Butterick Fashion Marketing Company. 161 Sixth Avenue, New York, New York 10013.
Everything about Sewing Knits from Vogue Patterns.
Everything about Sewing Menswear.

Clemson University Extension Service. Textile Fibers, Their Personality and Performance, Bulletin 194. December 1970. Clemson University, Clemson, South Carolina 29631.

Coats and Clark, Inc. Educational Mail Department, P. O. Box 308, Fair Lawn, New Jersey 07410.
Backings and Linings.
Buttonholes.
Grain in Fabric.
Hems.
Let's Face It.
Make It: A Shoulder Bag.
Permanent Press Fabrics.
Sewing To-day's Fabrics 1.
Sewing To-day's Fabrics 2.

Man-Made Fiber Producers Association, Inc. Man-Made Fiber Fact Book. 1970. 350 Fifth Avenue, New York, New York 10001.

New York College of Home Economics. Shoppers Handbook. Cornell Extension Bulletin 1093. Ithaca, New York.

Charts:

Coats and Clark, Inc. Educational Mail Department, P. O. Box 308, Fair Lawn, New Jersey 07410.
Dress Zipper Application.
Neck Zipper Application.
Skirt Zipper Application.

Resources for Clothing and Textiles

Semester Course

Charts:

McCall Pattern Company. Educational Department, P. O. Box 9119, Manhattan, Kansas 66502.

Color Wheel.
Fashion at Your Fingertips.
How to Face a Neckline.
How to Interface a Neckline.
How to Make a Collar.
How to Make a Dart.

Simplicity Pattern Company. 200 Madison Avenue, New York, New York 10016.

Do You Know Your Pattern?
How to Fit a Pantskirt.
How to Fit a Princess Jumper or Tunic.
How to Fit Shorts.
How to Take Your Body Measurements.
Student Guide: Do You Know Your Pattern?
What Are Pants?
What Pattern Type and Size Are You?